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ABSTRACT

This report presents data obtained from Project Talent (a longitudinal study designed to achieve a better understanding of the career plans and career development of young adults). In 1960 400,000 students in grades nine through twelve were administered a battery of specially constructed tests and inventories which collected data about their future plans, family background, interests, aptitudes and abilities. A series of follow-up studies has been completed or is being planned for one, five, ten and twenty years after each of the classes graduates from high school. The sample used in this study consisted of more than 69,000 students who responded to a five year follow-up survey. A summary of the data indicates that there was a high incidence of students' changing their career plans during the first five years after graduation. Whether or not plans were changed was found to be only slightly influenced by the amount of thought the student had given to his future career and the certainty and time of the initial choice. The changes seemed to have been made on a rational basis since they were in the direction of a more adequate utilization of the students aptitudes and abilities. (RSM)

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OCCUPATIONAL OUTCOMES: WHO, WHAT AND WHY?

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What sorts of persons choose various occupations? What are the distributions of these career choices? How stable are occupational choices and which are the most stable? Do persons whose career plans are stable differ from those whose plans change? Can information collected while a student is in high school be used to predict career stability?

One of the major goals of Project TALENT is to help achieve a better understanding of the career plans and career development of young adults. Therefore questions such as those just asked are directly relevant to Project TALENT. It is to questions of this sort which this report will be addressed.

However, a brief introduction to Project TALENT is necessary to provide a background for what will follow. In the spring of 1960 a probability sample of approximately five percent of the public, private and parochial high schools in the United States agreed to participate in a national longitudinal study of the development of youth into adults. This study was called Project TALENT. The 400,000 students in grades 9 through 12 attending 1225 selected schools were administered a two-day battery of specially constructed tests and inventories. This battery consisted of both maximum performance and typical behavior measures and collected data about the student's future plans, family background, and interests, as well as his aptitudes and abilities.

In addition to the original testing in 1960, a series of follow-up studies has been completed or is being planned for one, five, ten, and twenty

years after each of the classes in the sample graduated from high school. At the present time all of the five-year follow-ups have been completed. Associated with each of the follow-up surveys has been the selection and field interviewing of a four percent random sample of the non-respondents. Appropriate weights for members of the nonrespondent groups, when combined with the regular probability weights for all subjects, permit correction for nonrespondent bias in the estimation of national population distributions for the high school classes of 1960, 61, 62, and 63.

Among the questions asked in 1960 were several related to the student's plans for the future. These included the career the student thought he would enter; the certainty of his job or career choice; the number of jobs he had considered; the grade at which he made his choice; and the number of times he had discussed jobs or occupations with his high school guidance counselor. The student's high school curriculum was also determined. In addition to this self report data, a large number of aptitude test scores were obtained.

In the follow-up study conducted five years after the Project TALENT participant's class graduated from high school, information was obtained about his current career plans. Thus it is possible to compare the student's career plans over a period ranging from 5 years for the 1960 12th graders to 8 years for the 1960 9th graders and to relate them to the 1960 and follow-up data.

The sample used in this study consisted of the more than 69,000 persons who were high school juniors and seniors in 1960 and who responded to the follow-up survey conducted five years after their classes graduated from high school. There were about 700 more females than males. Since it could not be assumed that these 69,000 respondents constituted a random sample of the 1960 11th and 12th graders, their responses were appropriately weighted, using the regular 1960 and special nonrespondent weights, to produce estimates for their entire 1960 populations. Thus with one exception, all the statistics to be reported are estimates of the population parameters.

On the original 1960 TALENT questionnaires, the students indicated their career plans by choosing one of 36 occupations listed as the alternatives for a single item. If a student ommited the item, he was classified into a "no answer" category so that the total number of possible responses to this item was 37. On the five-year follow-up questionnaires the students wrote in the occupation they planned to make their life work -- regardless of whether they were currently working in that occupation -- in response to a free response question. Each such response on the follow-up questionnaires was classified by a trained coder into a highly specific occupational category. Next a check was made against other items in the questionnaire to insure that the occupational choice indicated by the student was sensible. For example, a student indicating "surgeon" as his occupational choice also had to give evidence of reasonable progress toward becoming a surgeon in order to be included in that category. If such a student had never attended college and had no plans to attend, he was eliminated from the "surgeon" group and placed in the undecided or no answer group. These specific occupations were then classified into the 37 categories used in 1960.

In any such combination of occupational categories there is an element of subjective judgment, therefore other investigators might change some of the details of this classification. Although the overall classification appears reasonable, there are three particular cases where the probable effects of the classification should be noted. The inclusion of "miscellaneous therapists" in the nurse category tends to increase the number of men in that category. Similarly the inclusion of nuns in "clergyman" increases the number of women in that category. Finally the inclusion of "teacher, not elsewhere classified" in the high school teacher group seems appropriate for men, but may be less appropriate for women. Even if these three cases were classified differently, the effect on the overall pattern of results would be minimal.

Tables 1 and 2 represent the actual number of five-year follow-up participants who were classified into each of the 37 occupational groups. Note that there are few or no females in the traditionally male occupations such as craftsman or forester. There are also 7 males who plan to be housewives five years beyond high school. Modern medicine being what it is,

this may actually be the case, but I am inclined to believe these 7 cases represent coding errors or intentional illogical answers.

The cases enumerated in Tables 1 and 2 were weighted, using the 1960 and follow-up weights, to produce the results found throughout this presentation. Thus occupational groups which contain very few cases are potentially subject to large errors if a disproportionate number of cases are from the special nonrespondent sample. This fact must be kept in mind when considering all results.

Tables 3 and 4 present the weighted percent of persons falling into each occupational group when the participants were in high school and when they were five years beyond. In relating this and the following data, it would be impossible to present a detailed analysis of the results. Rather mention will only be made of some of the highlights and you can carefully study the tables later.

Immediately apparent from Tables 3 and 4 is the close agreement between the two grades. But what is more important are the changes which occured between high school and the five-year follow-up. Among males the most obvious trend is a movement away from the scientific and engineering careers and toward business and trade careers. These persons were in high school when Sputnik I was launched and the U.S. went into a crash program to produce scientists and engineers -- their initial career plans reflect this crash program. However, a majority later changed their plans.

Among females the primary trend is a movement away from virtually everything but high school teacher and toward being a housewife as a primary career. Are meaningful occupations for females not available in sufficient numbers, or do many females actually decide that they most want to be wives and mothers? We don't know yet.

From Tables 3 and 4 it is obvious that there are major changes in career plans during the period covered by this study. The degree of

change and instability is revealed in Table 5. These are the stability values for each of the 1960 high school occupational groups. The overall stability rates are quite low, though it is obvious that 12th graders have a better idea of what they want in life than do 11th graders. The fact that females have a higher overall stability rate is due almost entirely to the fact that there is a large group of stable housewives. Were it not for this group the females would be no more stable than the males. The three most stable groups are: housewives; female nurses; and female high school teachers. Yet of these only one, housewives, is more than 50% stable, and the overall stability rates range from 13.5% to only 26.2%

Table 6 illustrates another way of looking at stability. Here we have the percent of persons planning various careers five years beyond high school who had initially chosen that same career while in high school. Thus, while only 15.2% of the 12th grade males who planned to be engineers in high school still had the same career plan 5 years later, 52.3% of those planning to be engineers 5 years after high school had intially planned to be engineers when they were in the 12th grade. The comparison for 12th grade female engineers is even more striking, but here the case base is not large.

In light of the low degree of stability of career plans exhibited by Tables 5 and 6, it is pertinent to ask whether persons with certain characteristics or persons from certain groups are more stable in their career plans than others. Tables 7 through 12 explore this possibility. No really strong general trends are evident even though some partially systematic relationships exist. Significance tests were not conducted since, with sample sizes as large as were used here, virtually all differences, regardless of their meaningfulness, are significant.

That a student's high school curriculum has very little effect on his career plans stability is shown in Table 7. To be sure students from certain curricula are relatively more stable than students from other curricula. But in absolute terms none of the curriculum groups are very stable.

It was hypothesized that those students who has discussed jobs and occupations with their high school guidance counselor a number of times would have a better understanding of their aptitudes for and interests in various jobs and would thus be more logical about and more stable in their career plans. But Table 8 shows that this isn't the case. No trends whatever are evident.

Table 9 illustrates a tendency for persons who chose their careers when they were younger to be more stable in their career plans. But even here the most stable groups, while considerably more stable than the least stable, have disappointingly low stability rates -- from a guidance point of view.

Table 10 is much the same. The certainty of job choice is positively related to career choice stability, but the strength of this relationship is so low that it is virtually useless for guidance purposes.

Occupational stability as it is related to the number of jobs considered while in high school is presented in Table 11. Here an interesting reversal occurs. Among males stability of career plans is positively related to the number of jobs considered, but among females the opposite relationship exists. This finding may be due to many females initially deciding to become housewives and then sticking to this decision. Regardless of the reasons, again the relationships are not strong.

Table 12 relates information about amount of education completed, collected during the five-year follow-up survey, to occupational stability. Persons who had received college degrees were the most stable group, while those who hadn't completed college were the least stable. This high instability is no doubt related to the fact that many persons who hadn't completed college were forced to change their career plans because they hadn't completed college and therefore couldn't enter the career they had initially chosen.

If initial career choice and career choice stability are governed by a systematic rather than random process, it is obvious that the independent variables considered in Tables 7 through 12 are not among the major determinants of the process. What the major determinants are we still don't know.

The final section of this paper examines two characteristics of those persons who fall into each of the occupational groups: the percent of each group who had completed some college and the average academic aptitude for persons in each group. Table 13 presents the college information.

These results seem quite reasonable. Almost all of those persons who say they plan to enter careers which generally require a college degree have completed at least some college, while a much smaller percentage of those who plan to enter blue collar jobs have attended college. The strangely low proportion of college attendance among males who plan a career as a mathematician is no doubt due to the inclusion of persons who work with figures, but would not be considered mathematicians in the academic sense.

The final table of this paper, number 14, presents average percentiles for each occupational group on a measure of general academic aptitude. This measure is a composite of eight Project TALENT tests given in 1960 and includes: math, English, vocabulary, reading comprehension, creativity, and abstract reasoning. Results for a number of the other Project TALENT tests could also have been given, but the overall results are virtually identical.

For each pair of columns in Table 14 the left column gives the average percentile for persons who chose a given occupation in 1960 and the right column gives the average percentile for persons in that occupational group five years after high school. Both columns are based on a single administration of the tests in 1960. The differences are due entirely to different persons being in the groups at the two points in time.

The changes which occur between high school and five years after high school are in accordance with the level of ability generally required of persons who enter any given occupational group. The average academic aptitude percentiles tend to increase for persons planning careers in the scientific and professional areas and decrease for persons planning careers in the blue collar areas. These changes are of course the result of both

self and institutional selection. While, given this data, it isn't possible to determine the degree of influence exerted by these two selection factors, it does appear that occupational choice changes may be in accordance with systematic processes governed by reasonable considerations, at least with regard to ability. Five years after high school persons tend to plan careers in occupations more in keeping with their abilitites than they did while in high school.

As an overall summary what can be said about the vast amount of data presented here? During the first five years after a person leaves high school there is a high probability that he will change his plans concerning his future career. Whether he changes his plans or not will be only slightly influenced by the amount of thought he had given to his future career and the certainty and time of his initial choice. And, the change in his career plans will probably be made on a rational basis since it will be in the direction of a more adequate utilization of his aptitudes and abilities.

In a certain sense presenting this paper has been like trying to present the U.S. Census. It must be mulled over to be appreciated. I sincerely urge you to reflect further on the handout.

TABLE 1

Case Base -- Actual Number of Males Choosing Each Occupation Who Responded to the Five-Year Follow-Up

Occupation	11th Graders		12th Graders	
	In High School	5-Years Beyond High School	In High School	5-Years Beyond High School
Undecided	683	1324	562	1528
Housewife	10	3	9	4
Mathematician	322	414	251	300
Physical Scientist	773	299	683	260
Engineer	3583	1304	3196	1137
Engineering or Scientific Aide	200	118	167	92
Biological Scientist	344	201	261	196
Physician	634	322	560	353
Dentist	348	137	308	128
Pharmacist	274	107	240	108
Nurse	14	64	20	64
Medical or Dental Technician	72	78	60	64
Social Worker	74	93	78	95
Sociologist or Psychologist	97	204	122	189
Political Scientist or Economist	57	108	93	76
Lawyer	574	512	587	518
Elementary School Teacher	80	63	93	58
High School Teacher	752	1404	988	1248
College Professor	89	590	107	536
Clergyman	439	289	407	301
Writer	78	116	108	128
Artist or Entertainer	287	220	275	207
Forester	470	28	318	29
Farming	704	384	577	452
Armed Forces Enlisted Man	323	89	299	77
Armed Forces Officer	840	135	605	125
Policeman or Fireman	257	309	192	270
Businessman	871	2474	118	2453
Salesman	102	683	167	714
Accountant	615	638	781	646
Secretary, Clerk, or Typist	47	320	47	283
Craftsman	216	14	174	17
Skilled Worker	820	2116	970	1677
Structural Work	175	436	171	432
Airplane Pilot	442	239	222	159
Barber or Beautician	77	57	91	70
Other	1804	1655	1694	1670
Total	17547	17547	16664	16664

TABLE 2

Case Base -- Actual Number of Females Choosing Each Occupation Who Responded to the Five-Year Follow-Up

Occupation	11th Graders		12th Graders	
	In High School	5-Years Beyond High School	In High School	5-Years Beyond High School
Undecided	408	1016	328	1275
Housewife	1875	7266	1456	5433
Mathematician	158	118	114	86
Physical Scientist	171	31	158	34
Engineer	50	3	41	7
Engineering or Scientific Aide	16	33	9	26
Biological Scientist	262	68	139	54
Physician	197	18	142	32
Dentist	49	3	33	0
Pharmacist	93	18	69	21
Nurse	2024	1127	1686	1159
Medical or Dental Technician	384	278	448	290
Social Worker	484	253	375	254
Sociologist or Psychologist	270	117	284	85
Political Scientist or Economist	26	21	45	21
Lawyer	116	15	72	15
Elementary School Teacher	1827	787	1979	946
High School Teacher	1539	2086	1640	2457
College Professor	68	302	64	287
Clergyman	59	90	38	113
Writer	202	114	142	93
Artist or Entertainer	518	181	411	163
Forester	10	0	9	1
Farming	58	10	27	10
Armed Forces Enlisted Man	23	2	14	1
Armed Forces Officer	118	1	59	1
Policeman or Fireman	16	6	16	3
Businessman	75	341	74	354
Salesman	83	74	88	78
Accountant	325	335	423	401
Secretary, Clerk, or Typist	4251	1691	452	2118
Craftsman	3	0	1	0
Skilled Worker	4	21	14	12
Structural Work	6	2	5	2
Airplane Pilot	78	1	64	0
Barber or Beautician	603	270	495	274
Other	1585	735	1450	827
Total	18034	18034	16933	16933

TABLE 3

Occupational Choices of Males -- Weighted Percent Choosing Each Occupation

	11th Graders		12th Graders	
	In High School	5 Years Beyond High School	In High School	5 Years Beyond High School
Undecided	6.5	12.8	4.8	14.3
Housewife	.1	0.0	0.0	0.0
Mathematician	1.3	1.6	1.3	1.2
Physical Scientist	3.0	1.0	3.3	1.1
Engineer	17.3	5.1	16.6	4.8
Engineering or Scientific Aide	1.4	.5	.9	.7
Biological Scientist	1.7	.7	1.7	.6
Physician	3.1	.7	2.4	1.3
Dentist	2.1	.7	1.7	.7
Pharmacist	1.4	.5	1.6	.4
Nurse	.2	.6	.1	.2
Medical or Dental Technician	.3	.4	.3	.4
Social Worker	.5	.5	.6	.7
Sociologist or Psychologist	.4	.8	.5	1.0
Political Scientist or Economist	.3	.5	.4	.5
Lawyer	2.7	2.0	3.4	2.2
Elementary School Teacher	.7	.2	.7	.2
High School Teacher	3.6	5.4	6.0	6.0
College Professor	.3	1.7	.6	2.3
Clergyman	1.5	1.2	1.5	1.2
Writer	.5	.8	.5	.6
Artist or Entertainer	1.6	1.4	1.9	1.2
Forester	3.0	.1	2.1	.2
Farming	3.9	2.6	3.5	3.0
Armed Forces Enlisted Man	2.2	1.2	1.3	.9
Armed Forces Officer	5.1	.6	4.3	.5
Policeman or Fireman	1.8	2.0	1.1	1.8
Businessman	5.0	14.4	7.2	12.9
Salesman	1.2	4.7	.7	4.6
Accountant	3.0	3.2	4.4	3.2
Secretary, Clerk, or Typist	.3	1.8	.5	2.1
Craftsman	1.3	.1	1.0	.1
Skilled Worker	5.7	14.3	6.9	12.5
Structural Work	1.4	3.5	1.8	4.1
Airplane Pilot	2.3	1.0	1.3	.7
Barber or Beautician	.6	.6	1.2	.3
Other	12.6	10.8	11.7	11.4

TABLE 4

Occupational Choices of Females -- Weighted Percent Choosing Each Occupation

	11th Graders		12th Graders	
	In High School	5 Years Beyond High School	In High School	5 Years Beyond High School
Undecided	2.9	5.9	2.6	8.5
Housewife	11.4	45.1	10.7	38.6
Mathematician	.8	.3	.4	.3
Physical Scientist	.6	.2	.5	.1
Engineer	.2	.1	.2	.1
Engineering or Scientific Aide	0.0	.2	0.0	.2
Biological Scientist	1.4	.3	.6	.2
Physician	1.2	.1	.6	.2
Dentist	.6	0.0	.3	0.0
Pharmacist	.4	.1	.6	.1
Nurse	10.7	6.1	10.3	6.1
Medical or Dental Technician	1.9	1.3	2.3	1.2
Social Worker	3.1	.7	1.9	1.4
Sociologist or Psychologist	1.1	.4	1.5	.5
Political Scientist or Economist	.1	.1	.3	.1
Lawyer	.7	.1	.4	0.0
Elementary School Teacher	8.2	2.8	9.8	4.0
High School Teacher	6.8	11.1	7.6	10.9
College Professor	.3	1.0	.2	.7
Clergyman	.2	.5	.2	.5
Writer	.7	.5	.7	.3
Artist or Entertainer	2.5	.6	2.4	1.0
Forester	.1	0.0	.1	0.0
Farming	.4	0.0	.1	0.0
Armed Forces Enlisted Man	.4	0.0	.1	0.0
Armed Forces Officer	.9	0.0	.5	0.0
Policeman or Fireman	.1	.1	.1	0.0
Businessman	.7	1.5	.3	1.7
Salesman	.5	.6	.5	.8
Accountant	2.2	2.4	2.8	2.5
Secretary, Clerk, or Typist	24.5	10.8	27.7	12.0
Craftsman	0.0	0.0	0.0	0.0
Skilled Worker	0.0	.2	.2	.1
Structural Work	0.0	0.0	.1	0.0
Airplane Pilot	.2	0.0	.4	0.0
Barber or Beautician	4.3	2.1	4.4	1.8
Other	9.6	5.0	8.8	5.9

TABLE 5

Weighted Percent of Those Choosing Each Occupation
in High School Who Chose That Occupation
Five Years Beyond High School

ccupation	Males		Females	
	11th Grade	12th Grade	11th Grade	12th Grade
ndecided	20.5	27.2	8.3	12.9
ousewife	0.0	0.0	58.3	60.3
athematician	4.7	5.5	5.7	23.1
hysical Scientist	7.7	10.5	4.2	5.3
ngineer	13.6	15.2	0.0	28.0
ngineering or Scientific Aide	.2	0.0	0.0	0.0
iological Scientist	3.4	4.1	1.9	4.1
hysician	9.8	22.4	1.1	5.1
entist	5.9	14.7	.4	0.0
harmacist	6.4	13.4	7.1	6.6
urse	0.0	6.7	32.8	40.5
edical or Dental Technician	3.6	2.4	11.5	13.6
ocial Worker	1.3	1.6	2.2	13.1
ociologist or Psychologist	15.9	5.9	3.6	9.8
olitical Scientist or Economist	1.0	0.0	0.0	.9
awyer	20.8	24.5	1.1	1.5
lementary School Teacher	1.9	3.3	15.2	20.8
igh School Teacher	21.9	26.1	34.6	42.4
ollege Professor	19.9	30.0	4.7	8.8
lergyman	30.0	37.4	5.7	11.5
riter	13.9	27.9	15.4	14.5
rtist or Entertainer	19.9	17.1	5.4	18.4
orester	.9	1.0	0.0	0.0
arming	33.8	30.8	0.0	0.0
rmed Forces Enlisted Man	.6	1.3	0.0	0.0
rmed Forces Officer	1.4	3.5	0.0	0.0
oliceman or Fireman	8.0	12.5	0.0	0.0
usinessman	26.7	32.8	.8	3.4
alesman	14.7	45.5	9.2	7.6
ccountant	11.7	20.1	6.4	11.5
ecretary, Clerk, or Typist	2.9	.6	20.0	23.0
raftsman	.4	.5	0.0	0.0
killed Worker	27.7	31.7	0.0	0.0
tructural Work	3.9	28.9	0.0	0.0
irplane Pilot	3.3	8.5	0.0	0.0
arber or Beautician	8.9	4.8	10.4	24.6
ther	11.0	14.0	5.2	7.7
otal	13.5	18.5	20.8	26.2

TABLE 6

Weighted Percent of Those Choosing Each Occupation
Five Years Beyond High School Who Had
Chosen That Occupation in High School

Occupation	Males		Females	
	11th Grade	12th Grade	11th Grade	12th Grade
Undecided	10.5	9.1	4.1	4.0
Housewife	0.0	0.0	14.8	16.7
Mathematician	3.9	5.8	14.0	29.3
Physical Scientist	22.2	30.3	13.8	19.3
Engineer	46.3	52.3	0.0	90.9
Engineering or Scientific Aide	.5	0.0	0.0	0.0
Biological Scientist	8.8	11.2	9.3	10.6
Physician	41.7	43.4	35.1	16.3
Dentist	18.5	34.9	49.8	----
Pharmacist	19.3	51.5	53.5	66.6
Nurse	0.0	3.6	58.0	68.0
Medical or Dental Technician	2.4	1.8	16.5	26.1
Social Worker	1.4	1.5	9.7	17.8
Sociologist or Psychologist	9.5	2.9	11.1	31.0
Political Scientist or Economist	.6	0.0	0.0	2.1
Lawyer	27.9	37.9	21.2	20.8
Elementary School Teacher	8.0	14.4	44.3	51.5
High School Teacher	14.7	26.0	21.1	29.4
College Professor	3.1	7.6	1.5	3.0
Clergyman	38.3	47.1	2.4	3.6
Writer	8.4	22.4	18.5	27.9
Artist or Entertainer	24.0	27.0	24.0	44.6
Forester	25.9	12.7	----	0.0
Farming	51.7	35.6	0.0	0.0
Armed Forces Enlisted Man	1.0	1.8	0.0	0.0
Armed Forces Officer	12.0	32.5	0.0	0.0
Policeman or Fireman	7.0	7.8	0.0	0.0
Businessman	9.3	18.4	.4	.6
Salesman	3.7	7.0	8.8	4.9
Accountant	11.1	28.0	6.0	13.0
Secretary, Clerk, or Typist	.6	.1	45.2	52.9
Craftsman	12.5	4.4	----	----
Skilled Worker	11.0	17.6	0.0	0.0
Structural Work	1.4	12.5	0.0	0.0
Airplane Pilot	7.5	15.3	0.0	----
Barber or Beautician	9.5	18.9	21.3	59.1
Other	12.9	14.4	9.9	11.3
Total	13.5	18.5	20.8	26.2

TABLE 7

Occupational Stability as a Function of High School Curriculum *

High School Curriculum	Males		Females	
	11th Grade	12th Grade	11th Grade	12th Grade
General	12.2	15.5	21.1	27.2
College Prep	14.3	20.8	21.2	28.5
Commercial, Business	7.6	18.2	20.3	22.4
Vocational	13.8	16.2	17.4	28.7
Agriculture	23.3	16.2	17.4	19.9
Other	12.9	24.8	24.4	37.8

* Weighted percent of students in each category who chose the same occupation in high school and again five years after high school.

TABLE 8

Occupational Stability as a Function of the Number of Times Jobs and Occupations were Discussed with High School Guidance Counselor *

Number Times Discussed	Males		Females	
	11th Grade	12th Grade	11th Grade	12th Grade
0	13.9	19.2	20.7	27.0
1	13.0	16.3	20.9	23.7
2	11.6	15.6	17.0	27.2
3	9.7	21.1	33.5	26.1
4 or more	14.3	23.3	28.8	24.2

* Weighted percent of students in each category who chose the same occupations in high school and again five years after high school.

TABLE 9

Occupational Stability as a Function of the Grade at which the Job Choice was Made *

Grade Choice Made	Males		Females	
	11th Grade	12th Grade	11th Grade	12th Grade
6th or earlier	18.5	26.9	25.1	39.1
7th-8th	15.6	25.2	20.7	28.8
9th	12.4	24.8	23.0	24.7
10th	16.3	20.2	20.1	26.1
11th-12th	13.9	19.1	21.2	25.7
No choice made	9.4	13.0	17.2	24.6

* Weighted percent of students in each category who chose the same occupation in high school and again five years after high school.

TABLE 10

Occupational Stability as a Function of Certainty of Job Choice while in High School *

Certainty of Choice	Males		Females	
	11th Grade	12th Grade	11th Grade	12th Grade
Completely decided	15.7	23.2	27.8	33.3
Very definite	17.0	23.7	23.6	30.8
Fairly definite	14.2	18.9	20.0	21.1
Fairly Indefinite	11.8	17.2	18.6	24.1
Very indefinite	10.9	16.4	13.7	31.0
Completely undecided	11.0	11.5	21.4	22.3

* Weighted percent of students in each category who chose the same occupation in high school and again five years after high school.

TABLE 11

Occupational Stability as a Function of the Number of Jobs Considered while in High School *

Number of Jobs Considered	Males		Females	
	11th Grade	12th Grade	11th Grade	12th Grade
0	10.7	11.0	31.4	21.6
1	17.2	21.3	27.8	30.9
2	13.2	19.1	21.1	28.3
3	13.4	21.2	17.9	26.1
4	12.2	15.2	15.8	21.9
5 or more	15.5	17.6	20.0	14.7

* Weighted percent of students in each category who chose the same occupation in high school and again five years after high school.

TABLE 12

Occupational Stability as a Function of Amount of Education Completed by Five Years after High School *

Amount Education Completed	Males		Females	
	11th Grade	12th Grade	11th Grade	12th Grade
No college	12.6	15.3	22.2	27.1
Some college, no degree	10.0	17.0	15.5	20.7
College degree	21.1	28.2	22.2	33.0

* Weighted percent of students in each category who chose the same occupation in high school and again five years after high school.

TABLE 13

Weighted Percent of Persons in Each Five-Year Follow-Up Occupational Group Who Had Completed at Least Some College

Occupation	Males		Females	
	11th Grade	12th Grade	11th Grade	12th Grade
Undecided	36.7	25.6	32.3	16.4
Housewife	23.8	27.7	21.6	18.5
Mathematician	64.1	68.3	89.7	92.3
Physical Scientist	80.1	91.3	96.8	98.1
Engineer	89.6	86.5	94.6	95.3
Engineering or Scientific Aide	39.1	30.5	31.4	62.3
Biological Scientist	81.1	97.1	99.5	99.0
Physician	99.3	97.8	92.6	100.0
Dentist	100.0	100.0	100.0	
Pharmacist	100.0	98.4	94.9	89.5
Nurse	64.7	78.4	36.4	36.5
Medical or Dental Technician	85.1	59.5	48.7	56.7
Social Worker	99.4	87.9	95.3	93.6
Sociologist or Psychologist	99.3	98.7	97.7	83.5
Political Scientist or Economist	98.7	99.1	89.6	95.5
Lawyer	97.7	99.3	100.0	100.0
Elementary School Teacher	96.4	94.5	98.5	97.0
High School Teacher	95.6	98.7	94.3	98.3
College Professor	99.6	99.8	92.4	98.4
Clergyman	76.3	84.2	80.7	68.7
Writer	79.4	87.4	73.5	89.8
Artist or Entertainer	54.0	62.2	47.7	73.1
Forester	31.4	22.5		100.0
Farming	19.4	19.6	10.0	31.4
Armed Forces Enlisted Man	15.0	9.7	0.0	0.0
Armed Forces Officer	89.5	95.7	100.0	100.0
Policeman or Fireman	41.2	42.7	97.6	0.0
Businessman	70.0	69.7	56.6	42.2
Salesman	65.9	55.2	19.7	10.8
Accountant	83.0	75.4	35.7	25.7
Secretary, Clerk, or Typist	28.1	33.2	27.3	24.2
Craftsman	27.0	2.5		
Skilled Worker	17.2	19.2	1.2	3.6
Structural Work	18.0	18.6	0.0	0.0
Airplane Pilot	90.4	88.6	0.0	
Barber or Beautician	12.5	8.4	5.6	5.1
Other	36.5	33.0	34.5	41.1

TABLE 14

Average General Academic Aptitude Composite* Percentiles for Persons Who Chose Each Occupation

Occupation	Males				Females			
	11th Graders		12th Graders		11th Graders		12th Graders	
	In High School	5 Years Beyond High School	In High School	5 Years Beyond High School	In High School	5 Years Beyond High School	In High School	5 Years Beyond High School
Undecided	19	11	19	33	27	31	24	30
Housewife	13	16	20	42	41	41	40	40
Mathematician	74	67	74	72	81	85	88	83
Physical Scientist	80	80	79	79	82	79	88	92
Engineer	64	73	67	73	85	37	85	91
Engineering or Scientific Aide	54	44	54	55	67	56	87	72
Biological Scientist	59	68	56	64	68	83	79	90
Physician	74	85	78	84	72	88	80	87
Dentist	56	74	59	75	40	82	35	--
Pharmacist	51	66	52	66	64	84	59	81
Nurse	39	42	28	48	49	57	52	60
Medical or Dental Technician	48	38	45	44	66	54	63	59
Social Worker	23	55	27	52	54	69	52	64
Sociologist or Psychologist	63	68	62	70	75	81	75	81
Political Scientist or Economist	75	71	79	71	83	83	78	84
Lawyer	63	79	59	74	62	89	57	80
Elementary School Teacher	41	47	38	53	63	65	62	65
High School Teacher	54	58	55	58	73	71	73	72
College Professor	74	80	74	81	54	86	85	86
Clergyman	68	67	67	68	67	64	79	68
Writer	67	68	70	68	70	81	75	80
Artist or Entertainer	77	47	42	53	59	60	54	60
Forester	38	25	38	27	17	--	47	87
Farming	29	25	27	26	39	36	46	39
Armed Forces Enlisted Man	31	34	27	36	17	54	34	4
Armed Forces Officer	39	76	41	75	30	92	38	90
Policeman or Fireman	25	29	22	31	32	36	10	43
Businessman	50	51	48	52	50	53	45	50
Salesman	30	41	35	45	28	26	34	31
Accountant	45	56	46	53	34	40	36	41
Secretary, Clerk, or Typist	23	27	33	32	36	38	35	38
Craftsman	20	14	21	20	66	--	11	--
Skilled Worker	31	27	28	28	11	19	31	31
Structural Work	22	16	50	19	30	75	17	32
Airplane Pilot	42	63	39	63	43	89	30	--
Barber or Beautician	16	15	16	11	23	21	23	21
Other	37	36	34	35	50	44	48	40

*TALENT variable C-002